CC#7

April 14, 1925.

Circular Letter No. 117

To the Teachers of the San Juan District.

Ladies and Gentlemen:

As a result of Mr. José C. Rosario's visits to the San Juan Schools, we have prepared with the assistance of Miss Carmen González, Assistant Supervisor of San Juan, the enclosed tables showing the comparative standing in English and Spanish of the different grammar schools in San Juan, and the standing of each of the rooms visited. Also a number of instructions and devices for teaching English.

We earnestly request the teachers from the 5th to the eighth grades to follow the directions given in this circular for the correction of the most common mistakes in English as revealed by the test given.

The rest of this school year should be devoted entirely to the work outlined in this circular letter.

Very truly yours,

(Signed) Juan B. Huyke
Commissioner of Education.

COMPARATIVE FREQUENCY OF ERRORS

IN ENGLISH IN THE EIGHTH GRADES

Wrong use of verb forms	444
Errors in spelling	345
Wrong use of pronouns	303
Errors in capitalization	172
Wrong use of number, contractions, abbreviations, etc., in formal composition.	147
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TESTS IN ENGLISH GIVEN TO FIVE EIGHTH GRADE
IN BALDORIOTY SCHOOL

An examination of the tests papers revealed the following common errors.

Wrong usage of verb forms:

Progressive form in which the auxiliary is omitted as in the examples that follow: "I working", "I studying", or, the present participle not correct: "...the teacher is teach..." "I am study..." 18 errors of this kind.

Infinitives. 27 errors. The error was made in the use of the past tense of the verb with the preposition. Ex. to cooked, to danced, to made.

Past tense. 223 errors. Ex. teached, made, goed, and others in which the past tense of the verb was not correctly given. More than two hundred errors were marked where no attempt was made to write the past form for the verb.

Action completed. Errors: No auxiliaries used: 42. Ex. "I known", "I learned", "we taken", etc.

Incorrect form of the principal verb used: 75. Ex. "have teach", " have learn", etc.

Present tense. Third person singular: 99 errors. Ex. "she teach", "she say", "he go", etc. Other errors in this tense. 29. Ex. "I went", for "I go", "I comes", etc.

REMEDIES.

Frequent drills upon the correct forms will help to fix them in pupils' minds. The following drills are suggested.

1. The teacher may ask questions requiring the use of a certain tense.

Example: to review the progressive form:
What are you doing?
I am answering, I am looking, I am speaking, I am sitting

Require pupils to give as many different verbs as possible. (Rest, take, breathe, think, move, etc.)

2. Divide the class in two groups, each having a captain. The captain gives a verb and one of the groups gives a certain tense, the present, for example and uses it in a sentence. A second pupil gives the past tense and uses it in a sentence.

Example: Captain: "Give the present of the verb "to give"
First pupil: "Give. I give you a pencil".
Second pupil: "Gave. I gave you a book".

If desired, the other pupils may give the same sentence given by the first pupil changing the tense of the verb only. A pupil marks the scores of both groups to see which one gives the greatest number of correct answers.

3. Have pupils read a selection from their readers changing the verbs to a different form.
4. Fill the blanks with the required form of any of the following auxiliaries: to be, to do, to have.

Your order of books --- sent Tuesday.
He, with two men, --- completed the work.
I --- occupying this seat.
The children ----- returned to their homes.
The Company --- sending sugar to the United States.
You, not he, --- taken the book.
One or two --- doing the work.
----- Helen know the lesson?
----- you or your friend wish to go?

The preceding exercises may be used for drill on any verb form desired. The person and number may also be changed thus furnishing a stronger motive for the review of the different persons, both singular and plural?

For general review:

Fill in the correct form of the verb indicated.

1. (break) He has --- a beautiful vase.
2. (begin) They --- work at ten o'clock last night.
3. (blow) He --- out the lantern and stopped.
4. (come) He --- at the time he had set.
5. (do) He --- what he could.
6. (do) I --- what he told me.
7. (draw) He --- a nice picture.
8. (drink) I have --- two glasses of water.
9. " He --- the wine.
10. (eat) Have they --- the breakfast?
11. (flow) The river --- thru the city.
12. (fly) An airplane ---- over the city yesterday.
13. (flow) It has --- away.
14. (give) He --- me this.
15. (go) He has --- to the city.
16. (run) He --- until he was tired.
17. (ring) The bell --- twice.
18. " They have --- the bell.
19. (speak) Have you --- to him.
20. (write) He has --- the letter.
21. (lose) I was sorry to ---- it.
22. (lie) He --- so quiet, I thought he was asleep.
23. (lay) The books were --- here last week.
24. (go) The boy is --- to school.
25. (be) They --- running yesterday.

Wrong use of plurals.

Fifteen cases in which the plural is incorrectly used. Ex. mans, womans, halfs.

Forty-nine cases in which the pupils failed to use the plural form. Ex. "these dress", "my study", "all the girl and boy", etc.

As a general rule pupils are careless in the formation of plurals. It would be a good practice to have them read a selection in their readers and require them to pick out the nouns in singular and give their plurals. The reverse could be done with plurals.

This exercise may be varied by having pupils change one or two paragraphs of the selection to the plural form, underlining the nouns.

Wrong usage of pronouns.

Personal pronouns, 278 errors. Ex. "she" for "her", "his" for "her", "he" for "she", "his" for"their", "it" for "him", etc. Examples. It is I not him, John and him decided, it is he not she they wanted, etc.

For drill have pupils fill the blanks with all possible pronoun forms.

1. He saw you and ---.
2. I want to sit beside you and ---.
3. Shall I see Mary or ---?
4. They as well --- will go.
5. Shall I tell the story to you and ----?
6. He thinks you and --- should go.
7. This was read by Mary and ----.
8. You and --- will be given a test.
9. Like ---, everyone is trying to learn English.
10. You as well as --- are going.
11. May Mary and --- sit here?
12. He looks more like his sister and ---.
13. Your sister looks like you and ---.
14. --- girls are going to the picnic.
15. You and --- are to come early in the morning.
16. ---does she look like?
17. --- is it that she reminds me of?
18. --- do you think it was they wanted?

Relative pronouns. 35 errors. Ex. "that" for "which", as in "the afternoon in that I went to the theatre"; "in the time that I reached home"; "that for "who" as in "the teacher that teaches us", etc.

Exercises to overcome these errors.

16. --- does she look like?
17. --- is it that she reminds me of?
18. --- do you think it was they wanted?
19. --- is your letter from?
20. --- do you think can do this work best?
21. --- do you think looks best?
22. --- do you think can do this work best?
23. --- shall I say called?
24. --- do you think it was she called?
25. --- do you want to take?
26. --- have you invited?
27. --- did you tell to do this?
28. --- were with you?
29. --- do you wish to see?
30. --- shall I get to sign this letter?

This exercise may be varied by having pupils answer these questions. It will be an excellent practice for the review of the subjective and objective cases and also to become absolutely sure in the choice of "who" and "whom" in the question.

Example: Who do you wish to see?
Whom-
Answer the question;
I wish to see him.
Whom do you wish to see?

Wrong usage of prepositions. 77 errors.
Example: "in" for "on"; "in Monday"; "in" for "of"; "thinking in starting"; "at" for "in"; "at the morning". Omissions of prepositions: "to talk you"; instead of "to talk to you"; (in) "the following day".

Comment: A noun should not be used without a preposition to indicate adverbially the time of an occurence:
Bad: "The following day I went -----", "We went Saturday..."
Right: "On the following day..." "We went on Saturday..."

Exercise for practice to develop the ability to associate prepositions with other words which often go with them. Have a series of cards each containing a preposition. Say to the class. "As I show you each word, tell me a word or more that may follow it. For example, if I show the card containing "over", you might say: "over the fence", "over the wall", and as many phrases as you can think of.

Here is a list of prepositions:

to	by	like	but (except)
for	about	beside	behind
from	with	except	between

Comment: The preposition "between" sounds odd with "I" or "me" following; and so with it the only way to decide is to observe the rule, "objective form after prepositions."

Most frequent mistakes are made in the use of "except", "but", (when it means "except"), and "like".

For drill, give the following sentences over and over, the blanks to be filled with all possible objective pronoun forms:

This is between you and ---.
They say she looks like Mary and ---.
No one knows this but you and ---.
Every one is going but you and ---.

Paragraphs.

Not indented; 11 errors.
Cases in which there should be a paragraph when there was a passage distinct in topic from what preceded; 17 errors.

Pupils should be made to understand that the first line of every paragraph should be indented at least half and inch. A paragraph which is entirely distinct in topic from what precedes and follows should be written as a separate paragraph. Over-frequent paragraphing and paragraphs too long are two common mistakes among pupils.

Exercises suggested for an eighth grade.

An essay on Lincoln.
1. His boyhood (100 words).
2. His studies (75 words)
3. Political career. (50 words.)
4. His great work as President. (100 words.)
5. His death. (25 words.)

Autobiography.
1. Birthplace and how I spent my childhood. (100 words)
2. School life and accomplishments (100 words).

Misuse of the possessive case.

Seven errors. Ex. "the school's program", "the school's principal", my mother dresses", "the day work", "Carlo's mother" etc.

Comments: The possessive case of nouns not designating persons should not be used. Ex.
Bad: The school's principal.
Right: The principal of the school.

There are however, some permissible exceptions. For example, the use of the possessive of "day", "hour", "week", "month", "year", and other nouns designating periods of time; as "the day's work", "year's vacation".

The possessive singular of nouns ending in "s" is formed by putting an apostrophe after the "s", or by adding "'s".
Right: Carlos' mother.

Exercise. Give pupils a series of singular nouns to be used in the possessive form in sentences. Have them changed to the plural form. (Written exercises.)

Misuse of contractions, abbreviations, initials, numbers, the signs &, ¢, in formal compositions.
Ex. I've, Adm., etc., U. S., 2 o'clock, 5¢, 20 weeks, 1 1/2, etc., 147 errors.

Contractions are not appropriate in formal composition. They are proper in conversation and in a composition containing dialogues.

Abbreviations are in bad taste in literary compositions of any kind, including letters. A few abbreviations, such as i.e., a.m., p.m., are excepted, being commonly used in literature.
Right: I came at ten p.m.

Numbers should be spelled out if it is not a case in which many numbers are mentioned in short space.
Right: In this school there are twenty-two rooms.
You may find reference to it on pages 7, 16, 21, 104, 112, and 215.
His fortune amounts to $72,500.

Ages and hours of the day should always be spelled out.
Right: We enter school at eight o'clock.

The signs & and ¢ should never be used in compositions.
Right: Mary and John paid five cents for the pencils.

Syllabication.

Thirty-two errors. Ex.- abb-viation, begin-ing, ei-ght, cat-holic, etc.

Pupils should be trained to observe and to refer to dictionaries to learn the correct syllabication of words. If they are led to understand a few simple rules for determining the several syllables of a word, they will in time be able to overcome their difficulties.

1. Divide between a preffix and the letter following it.
Ex. be-tween, con-firm, de-light, ab-sent, etc.

2. Divide between a suffix and the letter preceding it; before ing, ly, ment, ed, (when pronounced as a separate syllable, as in delight-ed), ish, able, er, est, ble.
   Ex. lov-ing, love-ly, judg-ment, strong-er, strong-est, invit-ed.
3. When a consonant is doubled, divide between the two letters.
   Ex. Ab-breviations, oc-casion, ad-dition, begin-ning drop-ping, etc.
4. Never divide a monosyllable.
   Ex. eight, through, caught, etc.
5. Do not divide in the midst of th, sh, ng, ph, gn.
   Ex. cath-clic, assign-ment, al-though, etc.

Exercise:

Have pupils divide the following words into syllables amd then verify their work by consulting a dictionary or by correction on the board.

nation	description	lovely	accept	occrring
national	occurred	omitted	acceptance	business
truly	respectfully	assigned	indicated	autumn
ordered	assignment	union	changed	Wednesday
judged	application	written	during	simply
amiable	favorable	construct	childish	beautiful.
darling	weaker	prettiest	syllable	irregular

Wrong use of dates.

Nineteen errors. Ex.- Feb. 3-1925; 9/4/24.

The date should consist of the name, not the number, of the month, the number of the day, and the complete number of the year. The number of the day should not be followed by "st", "d", or "th" if the name of the month immediately precedes the day.

Bad: I sent the letter on March 12th.
Right: I sent the letter on March 12.
Right: I sent the goods on the 12th of March.
I will sail on June the twentieth.

All the numbers in the date should be written in Arabic figues, not represented by words, except in formal notes of invitation in which the numbers occurring in dates should be spelled out.

Ex. ------ requests the pleasure of your company at dinner on Friday, May the second, at seven o'clock.
4 Taft Avenue,
April the twenty-third.

The abbreviations "rd", "nd", are out of use. Use "d" for both of them.

Exercise:

1. Fill the blanks with different correct forms of dates.
   Thank you for your order of ----, which we will ship on _____.
   The tourists arrived on _____.
   The baggage reached destination on _____.
   12 Allen Street,
   San Juan, Porto Rico, (Heading)
   _____,
   Miss Lee accepts with pleasure Mrs. Smith's invitation to dinner on _____,
   3 Wilson Avenue,
   _____.

Construction.

Misplaced subject and verb. 57 errors. "After this class history and civics come."

Misplaced adverbs: "I have been delighted very much", "It was written well". 27 errors.

Omission of words specially pronouns I, which; Auxiliaries: "I going", "we known"; and the words "to" and "the". 28 errors.

Superfluous words. 16 errors. Ex. "the", "than", "to", "going to home", "came to the school", etc.

Cases in which the subject did not agree with the verb. Ex. "the teacher and the principal comes..."

Illogical arrangement of the members of a sentence and wrong position of the modifiers. "In the parade all the people there shouted and threw the snowballs which they found on the floor with force."

Double negative. "I didn't see no parade". "I could not find my brother nowhere..."

Comments:

It is easy for pupils to observe the following rule: A verb agrees with its subject in person and number.

Exercise: Have pupils fill the blanks according to the person and number of the canged subject in the second and third parts of each exercise.

1. I see him. John ___ ___. They ___ ___.
   Example: John sees him. They see him.

2. They know him. He ___ ___. Do you ___ ___?
3. We have told him. Luis ___ ___ ___. They ___ ___ ___.
4. Mary and John were there. I ___ ___. You ___ ___.
5. I am to go. Mary and I ___ ___. You ___ to ___.
6. Are we to sit here? ___ he to sit here?
   ___ I to sit here?

Statements conspicuously lack connection with each other.
Ex. The queen is the prettiest girl in San Juan and she was playing with the people in the other automobiles.

Pupils should be made to understand that statements should be connected in thought, and that two or more statements lacking connection with each other should not be embodied in one sentence.

Exercise: Have pupils speak in class about some familiar subject and help them to systematize the thought centering about a topic.

Long compound sentences consisting of many statements strung together with "and" and "but", should be avoided. Train pupils to use short sentences, accurate and simple.

Exercise: Ask pupils to write a description of their school, or their teacher, of the city, or some other easy and familiar subject. (In ten sentences.)

Position of modifiers. Every modifier should be placed as near as possible to the words they modify. A modifying clause should not be so placed that a verb following it may, in reading, be erroneously joined with the verb of the clause, instead of the verb preceding the clause.
Example: I walked out as the sun rose and wandered through the grounds. The verbs "rose" and "wandered" are erroneously joined, thus changing the meaning of the sentence.
Right: As the sun rose, I walked out and wandered through the grounds.

Exercise: Have pupils improve the following sentences by applying the rules given above.

1. He sprang to the platform on which the dead man lay and shouted.
2. He came to school Friday afternoon with two friends, shortly after the pupils were dismissed and greeted the teachers.
3. We sell fine black ladies' suits.
4. All our marks are not below seventy.
5. The people were watching the parade in the sidewalk in which the queen's car was followed by a large number of automobiles.
6. We only have a few cents.

Require pupils to arrange the members of a sentence so that the sentence reads smoothly when this arrangement does not impair clearness.

Exercise 2. Have pupils read from their readers short easy sentences and state the adjectives, adverbs, phrases or clauses modifying a sentence element.

Incorrect omissions: A word or a combination of words may often be correctly used in a double capacity.

Examples:

Auxiliaries:

Wrong: The fire was built and the potatoes baked.
Right: The fire was built and the potatoes were baked.
Wrong: The drill was interesting and liked by everybody.
Right: The drill was interesting and was liked...

Principal verb:

Wrong: We ate such a dinner as only we can.
Right: We ate such a dinner as only we can eat.
Wrong: He did what others have and are doing.
Right: He did what others have done and are doing.

Copulas:

Wrong: He was a hero, but all the rest cowards.
Right: He was a hero, but all the rest were cowards.

Articles and Possessives:

Wrong: I took with me to the picnic a spoon, a fork, knife, plate and napkin.
Right: ... a spoon, a fork, a plate and a napkin.
Wrong: I visited my grandmother, aunt, uncle, and my cousin.
Right: ... my grandmother, my aunt, my uncle and my cousin.

Prepositions:

Wrong: I want to talk you.
Right: I want to talk to you.
Wrong: The following day I went to school
Right: In the following day I went to school.

Uncompleted comparisons: Pupils have the tendency to make comparisons leaving them not indicated or vaguely implied:

Example:

Wrong: My teachers have seen the greater effort I am doing.
Right: My teachers have seen the greater effort I I am doing as compared with last year's work.

Double Negative: In many cases pupils use in a sentence two or more negative words not coordinate.

Bad: There isn't but one teacher.
Right: There is but one teacher.

The words "hardly", "scarcely", "only", and "but" when used in the sense of "only" should not be joined with a negative.

Exercise: Have pupils use in sentences the negative form of the verbs "to do" and "to be" and the words nowhere, everywhere, anywhere, nobody, anybody, no one, any one, any, never, etc.

The "so" habit. The use of the adverb "so" for the purpose of compounding sentences is a form of expression that should be avoided.

Undesirable: My father thought I wanted to go the theatre so he gave me two dollars.
Preferable: My father, thinking I wanted to go to the theatre, gave me two dollars.

Misuse of perfect infinitives and perfect conditional forms should be avoided.

Wrong: It was not necessary for her to have come.
Right: It was not necessary for her to come.

Pupils should be trained to express themselves accurately and logically, to think out in a clear and orderly way what they wish to say.

Wrong use of words. 52 errors.

"up to one o'clock" for "until"...; "much flowers" for "many..."; "among two hours" for "about..."; "than" for "as"; "were" for "where"; "who" for"how" as in: "who to cook"; "who the U. S. became a great nation"; "there" for "where"; "do" for "make"; as "do cakes", "to late"; "too classes"; "must of the pupils", "than" for "as", etc.

For drill have pupils use correctly in sentences: much, many; among, about; who, how; where, were; than, as; do, make; to, too; two; there, their, where, etc.

Literal translations. 40 errors.

Words having no connection in meaning:
"notes" for"marks", "I passed two days" for "I spend...", "my greatest brother", for "eldest brother", "all Fridays" for "every Friday", "the other day" meaning "the next day", etc.

Words as they sound in Spanish which do not exist in the English language:
"Assignatures" for "subjects"; "invitated".

Other expressions:
"a very high man", "as I have said first", "one and a half o'clock", "another like the first", "one day yes and one day no", etc.

Exercises: Have them translate short easy paragraphs. Drill on idioms. Have pupils select idiomatic expressions from their readers and ask them to use them in sentences.

Wrong use of adjectives.

Comparison of adjectives. 8 errors.
Example: "beautifullest", "better" for "best".
"I had a poorest mark", etc.

Exercise: Take set number one of Horn-Shield's series of cards and take out those containing adjectives. Ask three pupils to stand. As you show them a card each one of them must use the adjective in a different degree of comparison.
Example: Tall First pupil: I am a tall boy.
Second " : I am taller than you are.
Third " : I am the tallest boy in class.
The story is beautiful.
This story is more beautiful than the other one.
This is the most beautiful story I have read.

Adjectives to which an "s" was added when modifying a plural noun. 26 errors.
Example: "importants", "beautifuls", "others boys", (the most common among those found). Nouns used as adjectives; "rooms manners", "pineapples and oranges marmalade", etc.

Exercise: The teacher may give a series of nouns to each of which pupils apply as many adjectives as possible.

Exercise; Fill the blanks with an adjective in the correct form, or complete the sentence as indicated:

1. The young ___ of the two boysis the ___ active.
2. He is ___ capable than any other in the room.
3. This material is the ___ serviceable.
4. The latter is ___.
5. The left shoe fits ___.
6. Of the two cars, I like the Hudson ___.
7. Which of these two ways is ___?
8. (old) He is the ___ of seven brothers.
9. Iron is ___ useful than any other metal.
10. Rhode Island is ___ than any other state in the Union.

Note: Failure to complete a comparison correctly often results in an absurd statement.

Notice this: Rhode Island is smaller than any state in the Union. As Rhode Island is a state and the sentence states that it "is smaller than any state in the Union", therefore, Rhode Island is smaller than Rhode Island. This is corrected by the insertion of the word "other".

"That", "those", "this", "these", as adjectives.
67 errors. These adjectives were indiscriminately used, "that" for "this", "this" for "these", etc.
Exercise: Have these words used in sentences.

Fill the blanks:
..... books are mine.
Bring me ___ pencil.
He is one of ___ kind of people.
___ place belonged to me before ___ houses were built.
___ pupils work hard.

The plural sentences may be changed to the singular form and the singular ones may be changed to the plural.

Errors in capitalization. At the beginning of sentences. 17 errors. Where a new sentence should have begun, 85 errors. Derived words, 24 errors, as "spanish", "english", etc. Unnecessary use of the capital letter, 13 errors. Names of the months of the year and the days of the week, 33 errors.

Pupils will be able to remember this rule: Capitalize proper names, names of days and months, titles of persons, the words club, company, society, college, high school, river, lake or any other common noun when it is made a component part of a proper name, words of race and language, important words in literary titles, at the beginning of a sentence or quotation or line of poetry.

Words which there is no reason for capitalizing, such as arithmetic, history, teacher, civics, should not be capitalized.

Apply all these suggestions for capitalization to the following sentences:

1. Allen street is one of the most important in San Juan.
2. I was graduated from the university of Porto Rico.
3. Write to mr. evans; who is president of the firm.
4. Throughout the northwest there have been heavy rains.
5. There are now only two living ex-presidents of the union.
6. I have an account at the first national bank.
7. Every city should have a board of health.
8. Send us by american express c.o.d. 4 cases large size "la lechera" milk.
9. Mr. Smith, president of the gas company, will arrive Tuesday.

10. The chicago board of health has ordered that night schools be closed during the influenza.
11. A speech was made by ex-president Taft.
12. I shall continue my studies in the Entral high school.

Punctuation.

No period where necessary. 60 errors.
Period marked where it was unnecessary. 7 errors.
Example: Miss,
No comma where it was necessary. 27 errors.
Comma where it was unnecessary. 8 errors.

As a general rule pupils are weak in this language ability. If they are made to understand the function of the punctuation marks and are given enough practice in punctuating exercises constructed without the punctuation marks, they will be able to punctuate any written material correctly. In this case the laws they follow by habit these these suggestions:

Uses of the period:

After a complete declarative or imperative sentence, after abbreviations and initials.

To set off apositives, in series of words; with interjections; before quotations, to indicate distinct pauses; to set off geographical names explaining a preceding name; before "for" when it is a coordinating conjunction; to set off dependent clauses preceding the principal clause, in direct address, etc.

Unnecessary uses:

Where no pause is made. Wrong: In the park, is a kiosko.

Before a series: I study, arithmetic, Spanish, English, and civics.

Before the substantive clause: The teacher said, that we had to study hard.

Exercises: Dictation of a short paragraph. Punctuate.

He bought many articles such as books pencils dictionaries etc.

You see John how I stand
Next he went to Vienna the capital of Austria
Every being ready the guard blew his horn
If I can I will come
Paris Illinois is a smaller city than Paris France
He is satisfied I suppose with his situation
Ever since she has come every day

Spelling. 345 errors. The most common are "inglish", "english", "Espanish", "begining", "studing", "eith", "knoed", names of the week with small letter. In many cases misspellings are due to carelessness, such as "friday". Other causes of misspelling are:

1. The pupil has never learned the spelling of the word "begining".
2. Irregularities of the words: "aritmetic".
3. Long words: "Wednesday".
4. Pupils have learned an incorrect spelling, "eigth".
5. Pupils are accustomed to mispronounce the words. "Espanish".

Correctives.

Have spelling matches taking frequently used words which are frequently misspelled.

English, Spanish, which, said, through, thought, brought, caught, taught, should, could, writing, written, where, business, country, receive, believe, answer, would, friend, women, know, knew, judge, names of the days of the week and of the month, etc.

Drill: Divide the pupils into two teams each having a captain, the best speller, and keep scores for a week or month.

COMPOSITION.

It is suggested that more time be devoted to work in composition. In writing compositions pupils should keep constantly in mind the following points:

A composition should treat a single subject and should treat it throughout according to a consistent method.

In composing or reproducing a story, pupils should not shift carelessly between the present and the past tenses. They should decide at the beginning which tense to use and use it consistently throughout the composition. Carelessly shifting from one tense to another, changes the point of view and violates unity.

The opening sentences of a formal composition should be self-explanatory; they should be clear to the reader without reference to the title of the composition.

Right: My Work During This Year.
In my work during this year, I have had more difficulty with arithmetic...

The point of view of a composition or of a passage should not be shifted carelessly from "I" to "one", from "you" to "a person", etc.

The thoughts should be expressed with some degree of independence and originality.

RECOMMENDATION

Language and grammar errors should be corrected in all classes. The teaching of every subject forms a part of the language teaching. The progress of language depends to a large degree upon the skill with which other branches are handled. A strong school sentiment should be created in favor of correct speech.

Yours very truly,

(Signed) JUAN B. HUYKE.
Commissioner of Education